DOCUMENT RESUME

ED 480 911 HE 036 143

AUTHOR	Belcheir, Marcia J.; Atkinson, Janet
TITLE	An Overview of Distance Education at Boise State University. Research Report.
INSTITUTION	Boise State Univ., ID. Office of Institutional Assessment.
REPORT NO	BSU-RR-2000-03
PUB DATE	2000-09-00
NOTE	16p.
PUB TYPE	Reports - Evaluative (142)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	Curriculum; *Delivery Systems; *Distance Education; *Enrollment; Higher Education; Internet; Networks; Telecourses
IDENTIFIERS	*Boise State University ID

ABSTRACT

This study, first in a three-part series, looked at distance education at Boise State University, Idaho, to explore the current distance education delivery methods, the growth in distance education, enrollment, and teaching in distance education. Data from various university sources show that in the past 5 years, the numbers of distance education courses, enrollments, and credits produced have more than doubled at Boise State. In the 1999-2000 academic year, 134 courses were offered, with an enrollment of 2,286 students, resulting in 6,645 credits. Delivery methods included telecourses (public television with a limited number of live class meetings), the Knowledge Network (live broadcast by microwave to limited distribution sites and homes through wireless or wired cable), the Higher Education Network (broadcasts through the statewide analog microwave system), the Internet, radio, videoconferencing, and videotape. Internet courses have shown the most growth in the past 5 years, although the Knowledge Network continues to generate the most credits and serve the most students. Distance education enrolls only a small portion of Boise State students. Tenure-track faculty, however, are significantly involved in the delivery of distance education courses. Distance education appears to be a small but growing enterprise at Boise State. (SLD)

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Research Reports

Institutional Assessment
Boise State University

An Overview of Distance Education at Boise State University

Research Report 2000 - 03
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Boise State University
September 2000

Abstract

This study is the first in a three-part series of reports which will look at distance education. Designed to familiarize the university community with distance education at this university, this study addressed the following questions:

- What are the current distance education delivery methods?
- How much has distance education grown in the past five years?
- Who is enrolling in distance education courses?
- Who is teaching distance education courses?

In the past five years, the number of distance education courses, enrollments, and credits produced have more than doubled at Boise State. For the 1999-2000 academic year, 134 courses were offered which produced an enrollment of 2,286 students and 6,645 credits. Delivery methods included telecourses (shown on public television with a limited number of live class meetings), Knowledge Network (classes broadcast live by microwave to a limited number of distribution sites and to homes via wireless or wired cable), Higher Education Network (broadcasts to the Twin Fall campus using the statewide analog microwave system), internet (including the IPT master's degree program, the Educational Technology Outreach master's program, independent computer mediated training, Spanish-at-a-distance, and general internet courses), radio (where the audio component of a live campus class in broadcast via BSU radio), Distance Learning Network (Boise State's videoconferencing, site-based system), and videotape (used for a limited number of engineering courses). Internet courses have shown the most growth in the past five years though the Knowledge Network continues to generate the most credits and serve the most students. Radio and videotape are minor parts of the distance education delivery system.

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Distance education currently enrolls only a small portion of Boise State students. In the Fall of 1999, 95% of all students were enrolled only in "traditional" face-to-face courses. Of the remaining 5% who did enroll in a distance education course, most took both distance education and traditional courses. Master's level students were most likely to enroll in distance education classes; 13% chose this method to receive courses—2% in combination with traditional classes and 11% as their sole delivery method. Women, part-time students, older students, and students with higher GPAs were more likely to enroll in distance education courses.

Tenure-track faculty were significantly involved with the delivery of distance education courses. Overall, about two-thirds of the students served and the credits produced were from courses taught by tenure-track faculty.

We conclude that distance education is a small but growing enterprise at Boise State University, the size of which still exceeds that of most other institutions around the country. That it is viewed as a part of university academic life and not as a separate enterprise is shown by the percentage of credits taught by tenure-track faculty. Currently, distance education seems to appeal more to "non-traditional" and graduate students who are there because distance education offers a way to overcome the constraints of time and place and to offer professional and career update education. The type of student who enrolls in distance education courses is also limited, however, by the types of courses offered, with the current offerings leaning more heavily toward graduate programs. The extent that students succeed in these distance education courses compared to traditional course delivery methods and the perceptions of the faculty who teach them and the students who take them will be explored in future reports

Distance Education at Boise State University: Its Methods, Students, and Resources

Introduction

Distance Education (DE) is traditionally defined in the field of education as a form of instructional delivery where a teacher and a student or students are separated by a physical distance (and perhaps time), and technology is used to bridge the instructional gap. It is an instructional delivery method that has gained increasing prominence in recent years, especially as several totally on-line universities have been launched.

The National Center for Educational Statistics report, *Distance Education at Postsecondary Education Institutions: 1997-98*, published in December of 1999, contains some of the most reliable statistics in this field. The report's authors conclude that "evidence suggests that distance education is becoming an increasingly visible feature of postsecondary education in this country." About one-third of the nation's two-year and four-year postsecondary education institutions offered distance education courses during the 12-month 1997–98 academic year, and another one-fifth of the institutions planned to start offering such courses within the next three years.

The report also indicated that distance education was more likely to be conducted by public institutions; 78% of public four-year institutions and 62% of public two-year institutions offered distance education courses. In addition, eight percent of all two-year and four-year postsecondary institutions offered college-level degree or certificate programs that were designed to be completed totally through distance education.

Distance education has been touted as solving a variety of problems. Among the reasons for embracing distance education are expanding access, alleviating capacity constraints, capitalizing on emerging market opportunities, and serving as a catalyst for institutional transformation (Oblinger, 2000). Witherspoon (1997) summarizes the possible purposes and applications of distance education as follows:

- To overcome the constraints of time and place
- To meet the needs of rural students
- To offer programs cooperatively
- To link universities and K-12 systems
- To provide seamless cooperative programs between universities and community colleges
- To build partnerships that meet the needs of American business
- To offer professional and career update education
- To meet the needs of people with disabilities
- To extend the institution's reach via interstate or international programs

Purpose of the Study

This study is the first in a three-part series of reports which will look at distance education. The first study is designed to familiarize the university community with distance education at this university. Specifically, this study will address the following questions:

- What comprises distance education at Boise State University?
- How much has distance education grown in the past five years?
- Who is enrolling in distance education courses?
- Who is teaching distance education courses?

A second study will address the issue of success in distance education courses as measured by course grades and course completion. A final study will assess student and faculty perceptions of distance education.

This study will be limited to academic credit activity and will focus on the Fall 1999 term for most data. Therefore, the findings presented should be considered as a snapshot in time and not fully representative of all distance education activities at Boise State.

Findings

Distance Education Activities/Methods at Boise State University

Boise State University has gradually entered the distance education arena—and entered for a variety of reasons. It is part of the majority of public four-year institutions nationally that offer distance education courses. It is also one of a small percentage of institutions to offer degree programs which can be completed totally at a distance. Currently, the following delivery methods fall under distance education:

Telecourses: These classes combine video segments that have been pre-produced by telecourse vendors such as PBS and are shown on public television with a limited number of live class meetings for lectures, tests, labs, and interaction between students and the instructor. Boise State has offered between 6-9 of these core or lower division classes each semester. Students can tape the videos and watch them at a convenient time.

Knowledge Network and Cable Television (KNet): This is Boise State's microwave, site-based system (formerly known as ITFS). A live on-campus class is broadcast by microwave to a number of distributed sites and increasingly to homes via wireless or wired cable. The broadcast is in real time and has one-way video and two-way audio that enables the students to see the instructor and to communicate with the instructor and other students during the class. The receive sites include the Boise State campuses at Canyon County Center, Gowen Field, and Mountain Home Air Force Base. Boise State students who are employees of Micron Technology and Zilog also can participate in these classes at their workplace. While all of the classes are broadcast on cable television, only appropriate ones are opened up for enrollment of students participating completely from

home. Class materials are transported through a courier system to the receive sites or through postal mail for students participating from home. With an emphasis on nursing, math, engineering, and core courses, about 14-17 courses are offered each semester.

Higher Education Network: Boise State uses this statewide analog microwave system along with microwave and telephone-line based compressed video to teach 2-4 selected academic courses to our students at the Twin Falls campus each semester. These students are working on degrees in Business or Criminal Justice and are able to take the classes necessary to complete their degrees on this system. Materials are transported through the postal mail.

Internet: Boise State teaches classes via the Internet to an international audience. Classes taught via this delivery method include two master's degrees offered completely on the Internet and a growing collection of lower division offerings. Boise State's original distance education degree program with more than ten years of proven success is the Instructional and Performance Technology (IPT) master's degree program using asynchronous computer conferencing. In this program students use the Internet to send and receive class content and class work. The software allows students to work on assignments and to compose classroom discussion content offline. Once completed, students access the Internet to send completed work and receive the work of others. Communication with instructors takes place by means of the software program, e-mail, and/or telephone. A newer program is the Educational Technology Outreach master's degree program out of the College of Education. These classes are conducted with the student working online the majority of the time in an asynchronous timeframe. The focus of these classes is educators in the K-12 system. Communication with instructors takes place through e-mail and/or the telephone. Two additional categories of delivery methods that allow students to work on their computer asynchronously are the education classes taught via independent computer mediated training and the Spanish-at-a-distance classes offered via multimedia and Internet. Many of these classes use e-mail and threaded group discussions for communication between students and the instructor.

Radio: The audio component of a live campus class is broadcast via Boise State Radio to students who can then call into the class on a telephone to participate. Class materials are exchanged through the mail or Internet depending on the class. Boise State has offered a very limited number of classes in this way.

Distance Learning Network (DLN): This is Boise State's videoconferencing, site-based system. Classes may be offered between any combination of the sites located in Region III rural high schools, the Canyon County Campus and Boise State University main campus sites. The DLN courses are delivered via live, two-way interactive audio and video that enables the students to communicate with the instructor or other students during the class. Some class materials are shared via fax or mail. Current course development is moving toward e-mail and web-based class materials.

Videotape: Boise State has taught a limited number of engineering courses via videotape for specialized needs funded by a corporation. The videotape is of a class taught in the KNet

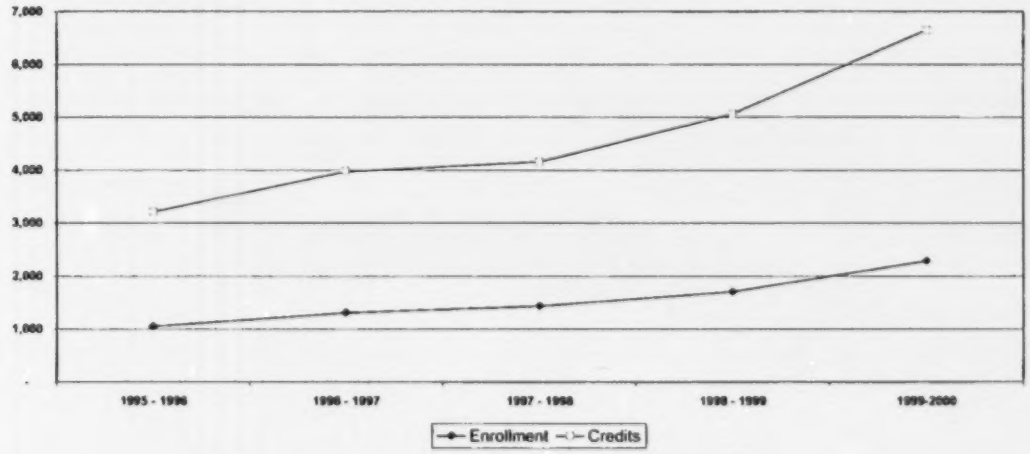
production classroom. Students receive the tape through the mail and watch the class lecture within a given timeframe. Students can then communicate with the instructor and each other using a combination of the telephone, Internet, and written media. Class work is transmitted via the Internet or fax.

Information on the courses taught under each of these delivery methods for the Fall of 1999 can be found in Appendix A.

Changes in Distance Education Activities in the Past Five Years

In the past five years, the number of distance education courses, enrollments, and credits produced have more than doubled at Boise State. Figure 1 below displays this trend for enrollments and credits. For the 1999-2000 academic year, 134 courses were offered which produced an enrollment of 2,286 students and 6,645 credits. This is greater than the national average (using a random sample of 61 distance education programs) where a mean of 66 courses were offered to 1,719 distance learning students (Primary Research Group, The Survey of Distance Learning Programs in Higher Education, 1999 edition).

Figure 1. Five Years of Distance Education Enrollments and Credits



Most of the growth has occurred in the internet courses, though almost all areas have shown some growth. The number of general internet courses, for example, has grown from two in 1995-96 to twenty-four courses in 1999-2000 while the number of credits produced rose from 84 to 1,195. Knowledge Network courses, however, still produce the most credits (1,952), accounting for about 30% of all distance education credits. Telecourses via public television currently produce another 23% of the credits. Further details can be found in Appendix B.

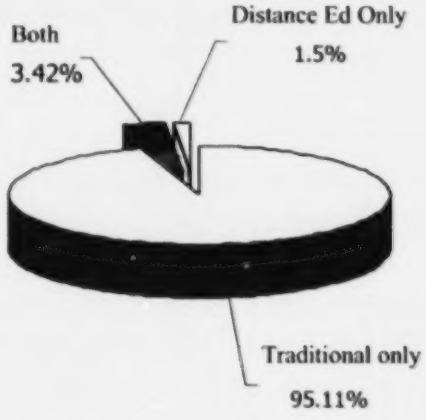
Characteristics of Students who Enroll in Distance Education Courses

The characteristics of the students who enroll in distance education courses, of course, depend greatly upon the selection of available courses. Review of Appendix B, which lists all distance

education courses taught in Fall 1999, shows that a greater proportion of graduate level courses are taught through the distance education venue than are undergraduate courses. Of the 50 distance education courses offered in Fall 1999, 17 or 34% of them were at the 500 level, a much higher percentage of graduate level courses than found for the course offerings as a whole. Almost all of these graduate-level distance education courses were offered through the College of Education or Instructional and Performance Technology program, both of which confer master's degrees. Which courses were offered and how they were offered also relates to the type of student who enrolls in a distance education course. Therefore, we would expect more graduate students to take advantage of distance education offerings.

Overall, distance education currently enrolls only a small portion of Boise State students. In the Fall of 1999, 95% of all students were enrolled only in "traditional" face-to-face courses. Of the remaining 5% who did enroll in a distance education course, most took both distance education and traditional courses (see Figure 2).

Figure 2. Proportion of Students Taking Distance Education Courses



Of the three academic careers that students may choose—graduate, undergraduate, and applied technology—graduate students were most likely to be enrolled only in distance education courses, while undergraduates were most likely to combine distance education with traditional delivery methods. Applied technology students were least likely to take any distance education course. This finding is very much in line with course/program offerings. See Table 1 for details.

Table 1. Academic career and percentage enrolling in distance education courses for Fall 1999

Academic Career[1]	Both DE & traditional	DE only	Traditional only	N in group
Graduate	1.02%	4.95%	94.03%	3051
Applied Tech	2.47%	0.11%	97.42%	931
Undergraduate	4.09%	0.71%	95.20%	12,374
Total	3.42%	1.47%	95.11%	16,356

Table 2 shows greater detail, further categorizing students into those who were seeking their first degree, those who had enrolled for a second degree, and those who said they were not seeking a degree at Boise State. Note that at the undergraduate level, more of the distance education enrollment came from non-degree seeking students than from degree-seeking students. At the graduate level, most of the activity came from degree-seeking students. Again, this is undoubtedly a reflection of the courses and programs available through distance education.

Table 2. Primary academic program by type of student for Fall 1999

Primary Academic Program[2]	Both DE & traditional	DE only	Traditional only	N in group
Applied Technology				
2nd degree	3.85	0.00	96.15	26
Non-degree	0.00	0.00	100.00	9
Degree-seeking	2.46	0.11	97.43	896
Undergraduate				
2nd degree	3.94	0.56	95.49	355
Non-degree	3.14	3.49	93.36	1,145
Degree-seeking	4.19	0.42	95.38	10,874
Graduate				
Non-degree	1.30	1.30	97.40	308
Degree-seeking	1.85	10.63	87.52	1,138
Non-degree workshop	0.37	1.62	98.01	1,605

The same pattern is seen again in Table 3 on class level. At the Master's level, 13% were enrolled in distance education classes—11% as their only method of course delivery and an additional 2% in conjunction with traditional courses. At the undergraduate level, freshmen appeared less likely to enroll in distance education courses than sophomores, juniors, or seniors.

[1] $\chi^2 = 383.066$, df=4, p=0.0001
[2] $\chi^2 = 865.920$, df=16, p=0.0001

Table 3. Percentage at each class level who chose distance education courses for Fall 1999

Class level[3]	Both DE & traditional	DE only	Traditional only	N in group
Freshman	3.77	0.22	96.00	3,127
Sophomore	4.07	0.40	95.53	2,174
Junior	4.83	0.64	94.53	2,174
Senior	3.86	0.42	95.72	3,830
Master's level	1.71	10.89	87.40	1,111
Doctoral level	7.41	0.00	92.59	27
Special	1.49	2.26	96.25	3,091

Females were somewhat more likely to enroll in distance education courses than were males (see Table 4). Thinking that the result might be due to the greater number of women enrolled in education at the master's level, a further check was made to see if more undergraduate women than men also enrolled in distance education. Results confirmed that undergraduate women also were more likely to enroll in distance education (χ^2=25.785, df=2, p=.001). Since the gender difference could not be explained by type of coursework (graduate vs. undergraduate), perhaps an explanation is that women were seeking great flexibility in their courses due to the demands of work, home, and family. This hypothesis will be pursued further when distance education students are surveyed in the Fall of 2000.

Table 4. Enrollment in distance education based on gender for Fall 1999

Gender[4]	Both DE & traditional	DE only	Traditional only	N in group
Female	3.88	1.72	94.40	10,411
Male	2.74	1.41	95.85	7,438
Total	3.41	1.59	95.00	17,849

It was also interesting that no statistically significant differences were found for enrollment in distance education based on ethnicity. This indicates that in Fall 1999 minority students were as likely to enroll in distance education as non-minority students.

Part-time students were somewhat more likely to enroll in distance education than were full-time students, especially when using distance education as the only method to take courses (see Table 5). This may be due to the students enrolling in the IPT or the Educational Technology programs, who typically work and take all their courses from a distance.

[3] χ^2= 853.222, df=12, p=0.001
[4] χ^2= 20.025, df=2, p=0.001

Table 5. Percentage of full- and part-time students by participation in distance education for Fall 1999

Status[5]	Both DE & traditional	DE only	Traditional only	N in group
Part-time	3.27	2.40	94.33	9,926
Full-time	3.65	0.03	96.31	6,430
Total	3.42	1.47	95.11	16,356

Older students were also more likely to take distance education courses, either alone or in addition to their regular courses (see Table 6). Students in their thirties were the biggest users of distance education. Again, this may be due at least in part to the greater use of distance education at the master's level, where students generally would have an older average age compared to undergraduates. It is also likely, however, that the multiple priorities of those with families and jobs lead them to seek flexible solutions in distance education. In fact, re-doing the analysis and limiting it only to undergraduate students revealed the same results by age, with students in their thirties still showing the greatest use of distance education courses (χ^2=112.116, df=10, p=.001).

Table 6. Percentage participating in distance education at each age range for Fall 1999

Age[6]	Both DE & traditional	DE only	Traditional only	N in group
20 or under	3.01	0.24	96.75	4549
21-25	3.48	0.54	95.98	5146
26-29	3.58	1.63	94.79	2264
30-39	4.69	3.25	92.06	2835
40-49	3.00	3.95	93.05	2100
50 and up	1.54	3.60	94.86	972

Students who had higher cumulative grade point averages also were more drawn to distance education (see Table 7). There are many reasons why this might be so. Perhaps students who have greater academic success are more willing to try another venue, having already succeeded in the traditional classroom. Students are also warned before registering for distance education classes that they will need to be organized and self-motivated, characteristics which better fit the more academically successful student. Also, older students are often more academically successful than their younger counterparts, so we may again be seeing the effects of age. Graduate students, too, tend to have higher GPAs than undergraduates have.

[5] χ^2= 153.218, df=2, p=0.001
[6] χ^2=265.562, df=10, p=0.001

Table 7. Percentage participating in distance education at each GPA level

Grade Point Average[7]	Both DE & traditional	DE only	Traditional only	N in group
0.0	0.25	0.25	99.50	1210
0.0-0.99	2.13	0.00	97.87	235
1.0-1.99	3.68	0.69	95.63	1441
2.0-2.99	3.64	0.64	95.72	5935
3.00 or higher	3.76	2.51	93.74	7535

Who Teaches Distance Education Classes

As illustrated by Table 8 below, full-time faculty are actively involved in the delivery of distance education courses. They taught about two-thirds of the students enrolled in distance education sections for Fall 1999 and produced over two-thirds of the credits generated through distance education.

Table 8. Status of personnel teaching distance education sections for Fall 1999

Status	Students Taught		Credits Produced	
	Number	% of Total	Number	% of Total
Tenure-track faculty	696	66.9	2154	68.9
Adjunct faculty	345	33.1	972	31.1
Total	1,041	100.0	3,126	100.0

Summary and Conclusions

Boise State University has become increasingly involved in distance education over the past five years, doubling the courses, enrollments, and credits produced in this short timeframe. Currently, distance delivery methods include the Higher Education Network (Twin Falls), the Knowledge Network, videotape of KNet classes, telecourses via public television, the Distance Learning Network, general internet courses, the IPT program using asynchronous computer conferencing, Educational Technology certification using the internet, independent computer mediated software course delivery, multi-media and the internet (used to offer Spanish), and radio and radio/internet classes. The internet has shown the most rapid growth in the past five years in delivering courses to students. In the Fall of 1999, the Knowledge Network still had the greatest number of enrollments, though the IPT program offered the greatest number of courses.

Distance education is still far from pervasive, however. Using Fall 1999 data, only about 5% of students were taking any of their courses through distance education and less than 2% were taking their courses solely through distance education. Graduate students were most likely to be enrolled in distance education courses, with 13% taking at least some of their classes through distance education. Women and part-time students were also more likely to be enrolled in

[7] $\chi^2 = 149.610$, df=8, p=0.001

distance education. Older students, especially those in their 30s and 40s, enrolled in more distance education classes as did students with higher GPAs. This profile fits a student who is likely to have the additional responsibility of job and family and is trying to fit education into that mix in the most flexible way possible. Students enrolled in distance education classes were about twice as likely to be taught by regular faculty as by adjuncts.

We conclude that distance education is a small but growing enterprise at Boise State University, though its size still exceeds that of many other institutions' efforts in the area of distance education. That it is viewed as a part of university academic life and not as a separate enterprise at Boise State University is shown by the percentage of credits taught by tenure-track faculty. Currently, distance education seems to appeal more to "non-traditional" and graduate students, who are there because distance education offers a way to overcome the constraints of time and place and to offer professional and career update education. The extent that students succeed in these distance education courses and the perceptions of the faculty who teach them and the students who take them will be explored in future reports.

Appendix A
Fall 1999 Courses Taught by Method of Distance Education Delivery

Method/Course	Enrollment
Computer mediated instruction	25
TEACH-ED 494	*7*
TEACH-ED 594	*18*
Distance Learning Network	15
TEACH-ED 553	*9*
TEACH-ED 597	*6*
Higher Education Network (Twin Falls)	18
MGMT 305	*18*
Educational Technology	15
TEACH-ED 528	*6*
TEACH-ED 583	*4*
TEACH-ED 594	*5*
Internet	174
ACCT 205	*23*
ENGR360	*23*
GEOL 297	*21*
GEOL497	*8*
GEOL 597	*7*
HIST 101	*28*
MKTG 301	*8*
NURS-B 434	*23*
SPAN 297	*33*
Instructional Performance Technology	141
IPT524	*21*
IPT 535	*28*
IPT 536	*21*
IPT537	*13*
IPT 538	*15*
IPT 550	*22*
IPT 590	*2*
IPT 595	*1*
IPT 597	*13*
IPT 598	*5*
Knowledge Network	358
CHEM 111	*11*
COMPSCI 115	*27*
EE 240	*4*
EE 320	*3*
EE 340	*4*
ENGL 101	*23*
HIST 105	*27*
HLTHST 101	*35*

Method/Course	Enrollment
HLTHST 300	*41*
MATH 108	*39*
MATH 130	*25*
MATH 025	*46*
MGMT 305	*32*
THEA 101	*41*
Radio	1
MUS 100	*1*
Telecourse	294
GEOG 210	*28*
HIST 101	*26*
HLTHST 207	*22*
PHYS 105	*30*
POLS 101	*17*
PSYC 101	*25*
SOC 101	*82*
SOC 230	*64*

Appendix B

ACADEMIC DISTANCE EDUCATION AT BOISE STATE UNIVERSITY

Includes distance sections only, does not include lab sections, includes only classes that had sufficient enrollments to teach.

DISTANCE METHODS	1995 - 1996 [FA95, SP96, SU96]	1996 - 1997 [FA96, SP97, SU97]	1997 - 1998 [FA97, SP98, SU98]	1998 - 1999 [FA98, SP99, SU99]	1999-2000 [FA99, SP00, SU00]
Higher Education Network (Twin Falls)					
Number of Courses	3	8	11	7	4
Enrollment	72	106	172	128	68
Credits Produced	216	318	516	384	204
Knowledge Network & Cable Television					
Number of Courses	23	25	30	26	28
Enrollment	340	408	465	529	625
Credits Produced	1,113	1,284	1,465	1,672	1,952
Videotape Delivery (of KNet classes)					
Number of Courses	-	-	(2)	(3)	-
Enrollment	-	-	22	19	-
Credits Produced			28	57	
Telecourses via Public Television					
Number of Courses	12	15	11	11	15
Enrollment	360	370	210	364	479
Credits Produced	1,111	1,162	676	1,168	1,501
Distance Learning Network					
Number of Courses	-	1	5	2	2
Enrollment	-	32	25	23	34
Credits Produced		96	75	69	102
General Internet Courses					
Number of Courses	2	8	12	7	24
Enrollment	28	113	127	133	430
Credits Produced	84	327	269	399	1,195
Asynch. Comp. Conf. (IPT Master's)					
Number of Courses	23	21	27	29	30
Enrollment	246	259	301	364	387
Credits Produced	688	724	899	1,030	1,146
Internet (Educational Technology Cert.)					
Number of Courses	-	-	2	4	12
Enrollment	-	-	22	37	109
Credits Produced	-	-	44	90	275
Indpdt. Comp. Mediated-Software Based					
Number of Courses	-	-	1	2	9
Enrollment	-	-	4	13	58
Credits Produced	-	-	4	13	58
Multimedia/Internet (Spanish)					
Number of Courses	-	-	5	7	8
Enrollment	-	-	64	55	76
Credits Produced	-	-	128	110	152
Radio and Radio/Internet Classroom					
Number of Courses	-	2	4	5	2
Enrollment	-	21	19	34	20
Credits Produced		63	57	68	60
Subtotal Internet/Comp Classes	25	31	51	54	85
Difference in # courses from previous year		24%	65%	6%	57%
Subtotal Internet/Comp Enrollments	274	393	537	636	1,080
Difference in enrollments from previous year		43%	37%	18%	70%
Subtotal Internet/Comp Credits Produced	772	1,114	1,401	1,710	2,886
Difference credits produced from previous year		44%	26%	22%	69%
Number of Courses	**63**	**80**	**108**	**100**	**134**
Difference in # courses from previous year		27%	35%	-7%	34%
Difference 95/96 to 99/00				59%	113%
Enrollment	**1,046**	**1,309**	**1,431**	**1,699**	**2,286**
Difference in enrollments from previous year		25%	9%	19%	35%
Difference 95/96 to 99/00				62%	119%
Credits Produced	**3,212**	**3,974**	**4,161**	**5,060**	**6,645**
Difference credits produced from previous year		24%	5%	22%	31%
Difference 95/96 to 99/00				58%	107%

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